



CAROLINA
UNIVERSITY

Organizational Communication LEA 704 (On Campus) Summer 2025 Syllabus

PROFESSOR: Dr. Kordilia Noble

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Carolina University Mission Statement

We are a Christ-centered university committed to student success.

Course Information

Course Prerequisites

None

Course Description

This course is designed for the student to analyze and gain an understanding of organizational communication. Major components of a communication plan (essential building blocks, situation analysis, target audience, communication objectives, framing and developing the message, dissemination strategies, and measurement and evaluation) are examined.

Course Delivery and Methods

This course will utilize journal articles, scholarly research, professor lectures, and learner interaction through weekly discussion questions, academic research, and knowledge assessments.



Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Analyze research in organizational communication, identify gaps, and discuss the need for further research.
2. Discuss groupthink and its impact on group decision-making and evaluate strategies for preventing and mitigating its adverse effects.
3. Examine Social Information Processing Theory (SIP) in online communication contexts and evaluate its effectiveness in enhancing interpersonal communication.
4. Analyze systems theory and its view of organizations as interconnected components where communication is vital.
5. Evaluate the impact of organizational structure on communication practices and assess strategies for optimizing communication in different organizational structures.

Course Resources

Required Texts:

All necessary text will be found in each week's course module, and the bibliography source will be located at the end of this text. Please note that you must only read the materials provided in each week's module. Any additional texts provided in this course are optional.

Required Resources:

1. APA 7th Edition:
 - a. Parenthetical Versus Narrative In-Text Citations <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/parenthetical-versus-narrative>
 - b. Paraphrasing: <https://apastyle.apa.org/style-grammar-guidelines/citations/paraphrasing>
 - c. Quotations: <https://apastyle.apa.org/style-grammar-guidelines/citations/quotations>
 - d. References: <https://apastyle.apa.org/style-grammar-guidelines/references>
 - e. <https://apastyle.apa.org/style-grammar-guidelines/paper-format>
 - f. Additional APA resources:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
2. The Art of Paraphrasing: Avoid Plagiarism: <https://www.youtube.com/watch?v=H1qo10dG5Gw>
3. Scholarly Writing Webinar: <https://www.youtube.com/watch?v=rfNBaSNI-u4>

Recommended Resources:

Recite Works: <https://reciteworks.com/>



Course Requirements and Assignments

Week 1: An Overview of Organizational Communication

Focus: In the first week, we will cover the basics of organizational communication, including its theoretical, conceptual, and model aspects. We will also review the course syllabus and discuss the expectations for doctoral students in the class.

Required Readings:

1. *Organizational Communication: A Conceptual Framework*
2. *Organizational Communication: A Review and Analysis of Three Current Approaches to the Field*
3. *The Effectiveness of Organizational Communication in Improving the Performance of Public and Private School Committees*
4. *Organizational Communication and Cultural Studies: A Review Essay*
5. *The Effects of Effective Communication on Organizational Performance Based on the Systems Theory*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ: How has organizational communication research evolved over 30 years? Discuss societal/organizational needs and real-world consequences. Cite 3 sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Participate in peer review and give feedback on contributions and problem-solving.	During in-person class
Synthesis Paper	<i>Exploring Organizational Communication</i> (1000–1250 words). Address classification, stakeholder collaboration, and future research needs.	Sun 11:30 PM



Week 2: Groupthink

Focus: We will focus on groupthink, a crucial aspect of organizational communication. Studying this topic helps us understand and mitigate its adverse effects, leading to more informed decision-making.

Required Readings:

1. *Groupthink as Communication Process, Not Outcome*
2. *Closed-mindedness and Insulation in Groupthink*
3. *Management Communication: The Threat of Group Think*
4. *Detrivialization as a Strategy to Challenge Organizational Groupthink*
5. *Territorialism and Groupthink in Workplace Bullying*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ 1: Devil’s advocacy and decision quality. DQ 2: Groupthink symptoms across settings. Cite 3 sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Engage in peer review during class. Provide constructive feedback on collaboration and concept application.	During in-person class
Synthesis Paper	<i>Exploring the Relevance of Groupthink</i> (1000–1250 words). Address classification, organizational impact, and research directions.	Sun 11:30 PM



Week 3: Information Processing

Focus:

This week focuses on Social Information Processing Theory (SIPT) and how individuals create impressions and communicate in online environments.

Required Readings:

1. *SIPT: A Cultural Perspective for International Online Communication*
2. *Social Information Processing Theory and Hyperpersonal Perspective*
3. *Mindfulness and SIPT in WhatsApp Groups*
4. *Coworker Influence on Focal Employee (SIP Perspective)*
5. *Digital Communication During COVID-19*
6. *Team-Member Exchange and Turnover Intention*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ 1: Cultural influence on SIPT. DQ 2: Effectiveness of computer-mediated communication. Cite 3 sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Conduct peer feedback in class based on SIPT application and analysis.	During in-person class
Worksheet	<i>AI-Assisted Research Exploration & Critical Evaluation.</i> Use AI + literature to refine your dissertation topic.	Sun 11:30 PM



Week 4: Systems Theory

Focus:

Explore how systems theory views organizations as interconnected components, with communication as a central unifying force.

Required Readings:

1. *Systems Thinking in the Tourism Industry (COVID-19)*
2. *Communication & Organizational Performance (Systems Theory)*
3. *Systems Theory*
4. *Management in Modern Day Organizations*
5. *Review of Systems Theories and Applications*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ 1: Discuss systems thinking in management and its role in planning communication. Cite 3 sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Peer evaluation of discussion contributions and systems-based insights.	During in-person class
Oral Presentation	<i>Systems Theory in Organizations</i> — 10–12 minute presentation. Analyze 5+ sources and demonstrate theory application. Upload recording.	Sun 11:30 PM



Week 6: Emotional Intelligence and Organizational Communication

Focus:

This week explores how emotional intelligence influences communication quality, leadership effectiveness, and organizational performance.

Required Readings:

1. *Emotional Intelligence and Communication in Healthcare*
2. *Managerial Communication and EI*
3. *EI, Communication, and Strategic Alignment*
4. *EI in Organizations: Frameworks and Agendas*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ: EI's impact on communication. Prioritize individual or team-based EI? Cite 3 sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Evaluate peer insights on emotional intelligence's role in team dynamics.	During in-person class
Synthesis Paper	<i>EI and Communication Outcomes</i> (1000–1250 words). Analyze themes, case examples, and outcome impacts.	Sun 11:30 PM



Week 7: Organizational Communication and Leadership

Focus:

Analyze how leadership theories, models, and behaviors affect communication practices, employee motivation, and organizational performance.

Required Readings:

1. *Authentic Leadership and Psychological Well-Being*
2. *Transparent Communication and Employee Welfare*
3. *Trust and Flourishing in Precarious Contexts*
4. *Situational Leadership in Crisis*
5. *Leadership Strategies and Communication in Disruption*

Deliverables:

Assignment	Description	Due Date
Discussion Forum	DQ 1: Authentic leadership and communication challenges. DQ 2: Choose a leadership theory and evaluate communication practices and outcomes. Cite 3+ sources.	Initial Post: Wed 11:30 PM Replies: Sun 11:30 PM
Peer Learning Activity	Apply leadership theory to communication problems and peer-assess solution quality.	During in-person class
Literature Review Matrix	Review 10 articles. Complete matrix: purpose, sample, theory, analysis, findings, gaps, and takeaways.	Sun 11:30 PM

Course Schedule

Class Dates: **TBD**

Assignment Due Dates:

Assignment	Due
Initial Discussion Question Post	Wednesday before 11:30 PM
Written Assignments	Sundays before 11:30 PM
Discussion Replies	Sundays before 11:30 PM
Peer-Evaluations (On Campus Students Only)	Sundays before 11:30 PM



Course Assessment Mapping

Assessment	Objective(s) Met
Synthesis Paper – <i>Exploring Organizational Communication</i> (Week 1)	CLO 1 – Analyze research in organizational communication, identify gaps, and discuss the need for further research
Discussion Forum – Week 1	CLO 1
Peer Learning – Feedback on problem-solving (Week 1)	CLO 1
Synthesis Paper – <i>Exploring the Relevance of Groupthink</i> (Week 2)	CLO 2 – Discuss groupthink and its impact on decision-making; evaluate strategies to prevent and mitigate adverse effects
Discussion Forum – Week 2	CLO 2
Peer Learning – Groupthink application feedback (Week 2)	CLO 2
AI Worksheet – <i>AI-Assisted Research Exploration</i> (Week 3)	CLO 3 – Examine Social Information Processing Theory (SIP) and evaluate its effectiveness in enhancing interpersonal communication
Discussion Forum – Week 3	CLO 3
Peer Learning – SIP application and critique (Week 3)	CLO 3
Oral Presentation – <i>Systems Theory in Organizations</i> (Week 4)	CLO 4 – Analyze systems theory and its view of organizations as interconnected components where communication is vital
Discussion Forum – Week 4	CLO 4
Peer Learning – Systems thinking feedback (Week 4)	CLO 4
Synthesis Paper – <i>EI and Communication Outcomes</i> (Week 6)	CLO 3 – (Extended to include EI's role in communication effectiveness)
Discussion Forum – Week 6	CLO 3
Peer Learning – EI insights and application (Week 6)	CLO 3
Literature Matrix – <i>Review of 10 scholarly sources</i> (Week 7)	CLO 1 and CLO 5 – Analyze communication literature and assess strategies related to organizational structure
Discussion Forum – Week 7	CLO 5 – Evaluate communication practices within various organizational structures
Peer Learning – Leadership theory and communication problem-solving (Week 7)	CLO 5

Course Grading



Assignment Type	Weight
Written Assignments (Paper)	50%
Discussion Questions and Replies (Participation)	20%
Oral Presentation (Exam)	20%
Literature Review Matrix (Reading)	10%
Total	100%

University Grading Scale

Grade	Point Value	Range
		Undergraduate
		Graduate
A	4	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1	60-66
F	0	<60

Grading of assignments and substantive feedback is to be done within 3 days of the due date for regular assignments and 7 days for larger assignments.

Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process.

In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.



Professional Interaction & Communication

- Please use email whenever possible. Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- You should check email regularly, especially when enrolled in an active course.
 - Use subject lines appropriately. It is helpful to include the name of the course (including sections) whenever possible. Avoid using the subject line as the body of the email—include full details in the message itself to ensure clear communication.
 - Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Professor”).
 - University communications (including emails and discussion board posts, etc.) should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours. Faculty and staff are not obligated to respond to communications where these guidelines are not followed.
- When participating in classes or meetings, be on-time and mentally present. Dress according to the Student Handbook or classroom standards and conduct yourself in a professional manner. Do not introduce distractions into the class and be prepared to stay for the duration of the session per normal classroom behavior.

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student’s responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student’s final grade. Attendance and participation may be used by instructors to determine a portion of a student’s grade for a particular course. Whereas attendance is typically defined by statuses identifying a student’s presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Physical, in-person class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course’s grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student’s responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

Hybrid course attendance must be entered weekly (daily for modules) and be accurate.



Course Specific Policies

Discussion Questions (DQ) Grading Criteria:

1. **Participation Points:** You must reply to at least one classmate's "initial" posts. Also, replies must be between 150-250 words. Responses can be based on personal experience and not research.
2. **Paragraph Structure:** A post written at the master's level should have a clear topic sentence introducing the main point. This is followed by supporting evidence from credible sources; this analysis should connect the proof to your argument and a concluding sentence that transitions smoothly to the next paragraph. A "claim, evidence," and analysis" structure is "commonly used, ensuring that each paragraph contributes meaningfully to your thesis.
3. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.
4. **References:** Use the required reading to answer the DQs.

Student Peer-Assessment: Peer Learning Activity

1. **Select a Peer:** Choose a classmate to evaluate based on their participation in today's activity.
2. **Assess Contribution:** Reflect on how this individual contributed to the group discussions. Consider the quality and relevance of their input.
3. **Evaluate Concept Application:** Think about how well they applied relevant concepts during the activity. Did they demonstrate a solid understanding of the material?
4. **Engagement in Problem-Solving:** Analyze their level of engagement when addressing the challenges faced by the remote team. Were they proactive in offering solutions and collaborating with others?
5. **Write Feedback:** Provide constructive feedback highlighting their strengths and any areas for improvement. Please keep your comments respectful and focused on their contributions.
6. **Submit Your Evaluation:** Follow the provided submission guidelines once you have completed your evaluation.

Writing Assignments Grading Criteria. In addition to the criteria, each writing assignment must meet the following standards:

1. **Introduction:** Provide an introduction with a brief overview of the topic and why this topic is worth studying. Using the assignment criteria, provide the purpose of this paper and identify the themes that emerge from your reading. Conclude with a thesis statement.
2. **Conclusion:** Provide a conclusion that can be drawn when articles are taken together as a single entity. What is the overall message of the group articles? Include citations within each paragraph.
3. **Paragraph Structure:** Each paragraph begins with a topic sentence (not cited) that tells the reader what the paragraph discusses. Synthesize three to four authors' thoughts (cited) that support your topic sentence. Provide a concluding (or transition) paragraph that takes the reader into the next section.
4. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.



5. **References:** Doctoral Students can use books, dissertations, peer-reviewed articles, conference proceedings, and technical reports. 75% of the references used must be within the last five years. Additionally, Doctoral Students must use articles other than the "required reading" articles in this syllabus.
6. **Similarity Index:** The similarity index shall be no higher than 15%.

Late Work Policy: Late assignments will be accepted up to **2 days after the due date** with a **10% penalty per day**. After 2 days, the assignment will receive a zero unless prior arrangements have been made due to documented emergencies. Participation posts must be made during the assigned week to receive credit.

Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:

- Impersonation in classroom context (e.g. composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at <https://carolinau.edu/university-accessibility-services>



Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit.

Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

Appeals & Complaints



Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact your school dean. If your professor is the dean, the next step is to begin the formal resolution process.

Formal Resolution

If informal discussions do not resolve the matter, students have the right to file a formal complaint. The university's academic catalog includes a detailed description of processes for submitting [grade appeals](#) or [academic complaints](#) that range from teaching, learning, assessment, grading, or student performance in a course. While these processes differ, both are time-sensitive and begin with timely communication with the faculty member.

Grade appeals must be initiated with the faculty member within 5 days of the awarding of the grade or status. Both grade appeals and academic complaints must be filed within 7 days of the awarding of grade or status or after the events that are alleged to have caused the complaint. In either case, supporting evidence will be required. The processes are fully outlined in [the academic catalog](#) and include links to the appropriate forms.



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